DOCUMENT RESUME

ED 074 910 HE 003 878

AUTHOR	Wilson, Kenneth M.
TITLE	Notes on a National Survey of College-Bound Seniors in 1972.
INSTITUTION	College Research Center, Princeton, N.J.
REPORT NO	CRC-72-12-08-1
PUB DATE	8 Dec 72
NOTE	12p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Academic Achievement; *College Bound Students; *High Achievers; *Higher Education; Superior Students; *Talented Students

ABSTRACT

This document presents the results of a survey of high school seniors who took the Scholastic Aptitude Test of the College Entrance Examination Board, and who scored 600 or higher on the Verbal portion of the test (a small number of students were also included in the sample who scored between 500 and 599). Some of the highlights of the survey findings include: (1) 97% of the respondents indicated that they would be attending college in the fall; (2) about 75% indicated that they would be attending their first-choice college; (3) about 5% of the respondents indicated that they received invitations of admission from colleges to which they had not applied; (4) the first-choice college for most respondents (92%) was a coeducational institution; (5) 57% indicated that they were academically ready for college by the end of their junior year in high school; and (6) 10% of the students indicated that they would try to earn a bachelor's degree in less than four years. (HS)

ED 074910

CRC

COLLEGE RESEARCH CENTER

NOTES ON A NATIONAL SURVEY OF COLLEGE-BOUND SENIORS IN 1972

December 8, 1972

Kenneth M. Wilson

CRC No. 72-12-08 [Exh. 1]

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

HE 003 222

For Interinstitutional Cooperation in Institutional Research

In affiliation with
EDUCATIONAL TESTING SERVICE, PRINCETON, N. J.

FILMED FROM BEST AVAILABLE COPY

Exhibit 1

12/8/72

A NATIONAL SURVEY OF COLLEGE-BOUND SENIORS

In cooperation with Professor Marvin Bressler, Chairman of the Commission on the Future of the University, Princeton University, plans were developed for surveying a sample of high-school seniors who take the CEEB Scholastic Aptitude Test. Emphasis in the survey was on variables in the college-choice process with particular reference to students of high ability, as defined operationally in terms of a SAT-Verbal score of 600 or higher. It was considered important to include a sampling of lower-scoring, though still high-ability, students by including a relatively small number of seniors with SAT-Verbal scores between 500 and 599, inclusive.

The survey questionnaire was mailed on June 8, 1972, to 4,805 individuals, namely,

a) to 4,349 seniors with SAT-V scores of 600 or higher, representing every 10th senior with such scores from the November 1971 test administration with a valid, nonforeign address; and

b) to 456 seniors with SAT-V scores of 500-599, representing every 200th senior in that score range from the same file and with the same screen for address.

Returns were closed on or about July 20. As of that date, a total of 2,852 individuals had responded, representing a total response rate of 59.4%, with detail as shown below:

Group	N		
Total sample	4,805	2,852	59.4%
SAT-V 600+	4,349	2,626	60.4
SAT-V 500-599	456	226	49.6

In line with the cooperative plan, the tape record of responses was processed by Princeton University. Only marginal tabulations of the total group of respondents have been made available to CRC as of this date but additional tabulations will be available later.

Approximately 52% of the respondents were girls and 48% were boys. This corresponds to data for the November, 1971, administration in which 48.5% of the seniors were boys and 51.5% were girls; a sex-ratio which is not typical (e.g., only 45% of the senior SAT-takers in December 1971 were girls).

Selected findings are summarized graphically in the several figures in this exhibit. Comparative data on 1971 freshmen in a national sample of all entering freshmen are shown in several instances (from the ACE Freshman Survey, National Norms, 1971 ACE Office of Research).

Some Highlights:

- 97% of the respondents indicated that they would be attending college in the fall; 1.5% indicated that they had been accepted under a deferred admission plan; 82% reported that they would be working for pay during the summer prior to entering college.

- About 75% indicated that they would be attending their first-choice college
- More than one-fifth said they did not have a "fairly good idea" of a college field which they would major.
- Perhaps 5% or more of the respondents indicated that they received invitations of "admission" from colleges to which they had not applied.
- The first-choice college for most respondents (92%) was a coeducational institution. In 70% of the cases this was a "traditionally coeducational college," while for 20% the first-choice institution was formerly a men's college, now coeducational, with the recently coeducational but traditionally women's college attracting 2%.

  For 4% the choice was a men's and for 5% a women's college.
- Over half of the respondents (57%) indicated that they were academically ready for college by the end of their high school junior year;

  About one-third (32%) said they were emotionally ready;

  About one-fourth (26%) said they probably would have entered college at that time if they had been offered the opportunity.
- One in 10 would try to earn a bachelor's degree in less than four years.
- Given a list of 19 characteristics or features of college, respondents were asked to indicate on a five-point scale the extent and nature of consideration given to each factor in the process through which they decided about which colleges they would seriously consider attending.

  1 = Extremely desirable, college must have the characteristic or I would not attend

  2 = Desirable; prefer this characteristic but would not insist on it

  3 = Neutral: this feature does not really matter one way or the other

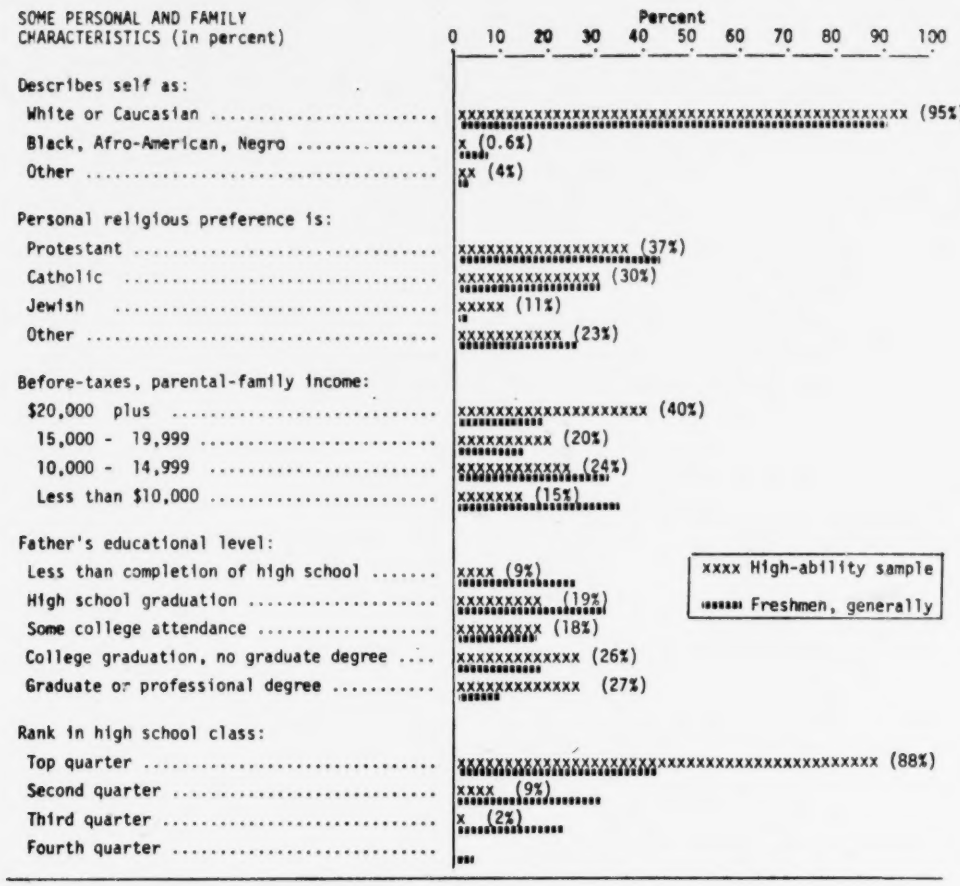
  4 = Undesirable: do not prefer this but could tolerate it

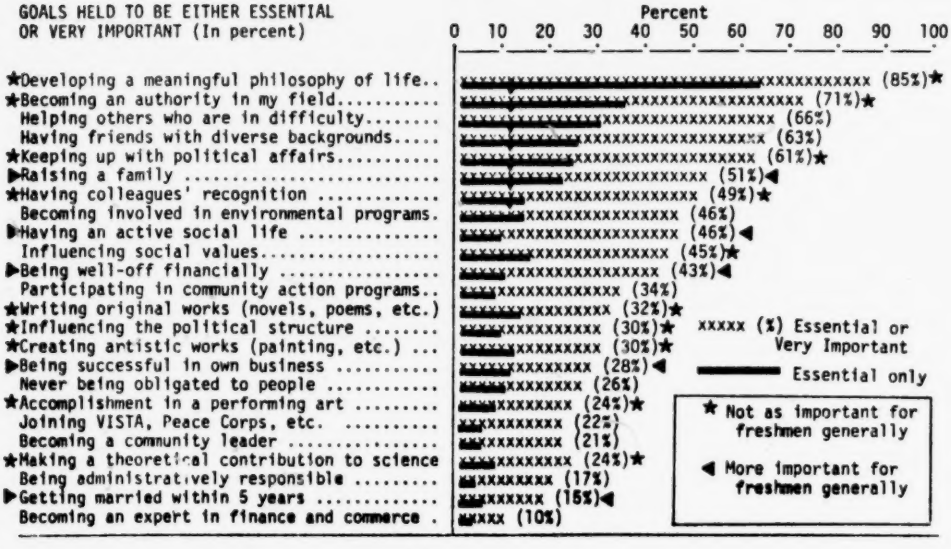
  5 = Extremely undesirable; if the college had this characteristic I would not attend

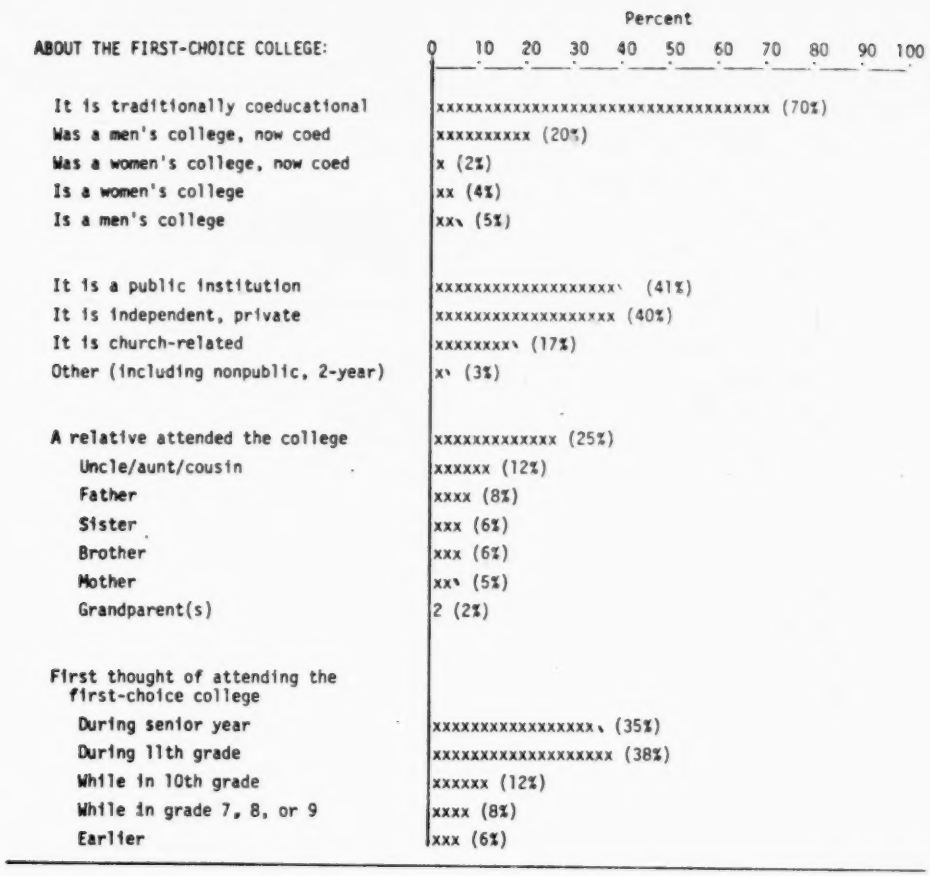
"Church-relatedness" was the least attractive feature and was the characteristic with the highest negative valence. Extremely desirable for only a handful of students, but with considerable negative valence, were factors such as "located near home," "located in or near a very large city," and "reputation for student activism." "High academic standards" and "coeducational status" represented the two most attrative features among those listed. Neither had any negative valence, both had high proportions of "extremely desirable" ratings.

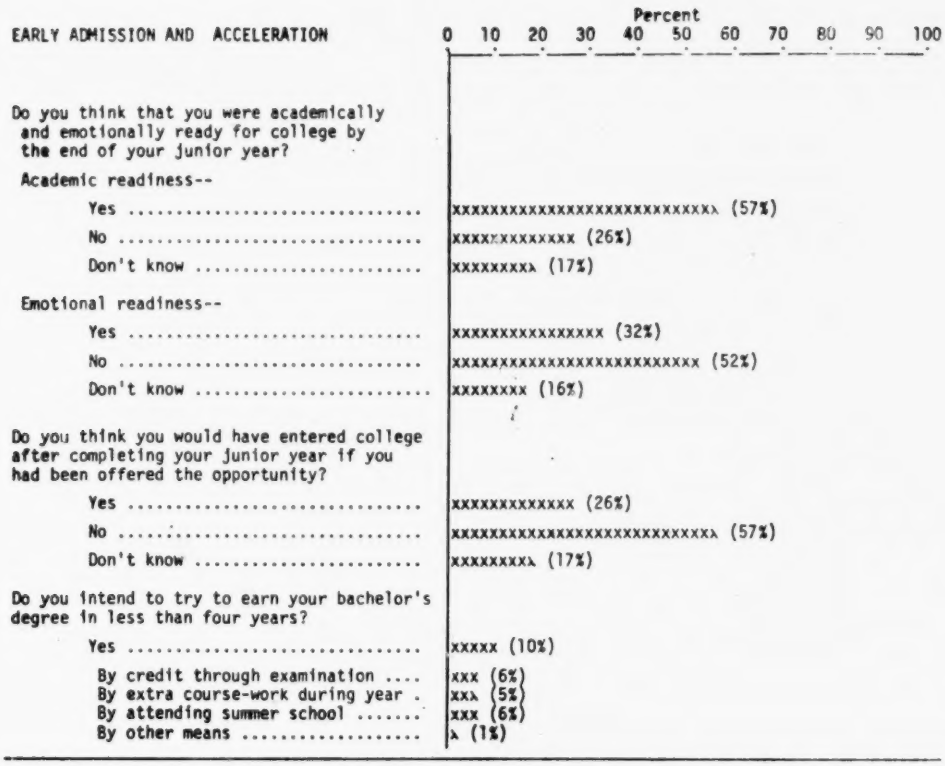
Other findings are summarized in the figures and more detail will be forthcoming. A survey of the parents of high-ability seniors in 1971, previously reviewed by CRC Trustees, provides a basis for comparison.

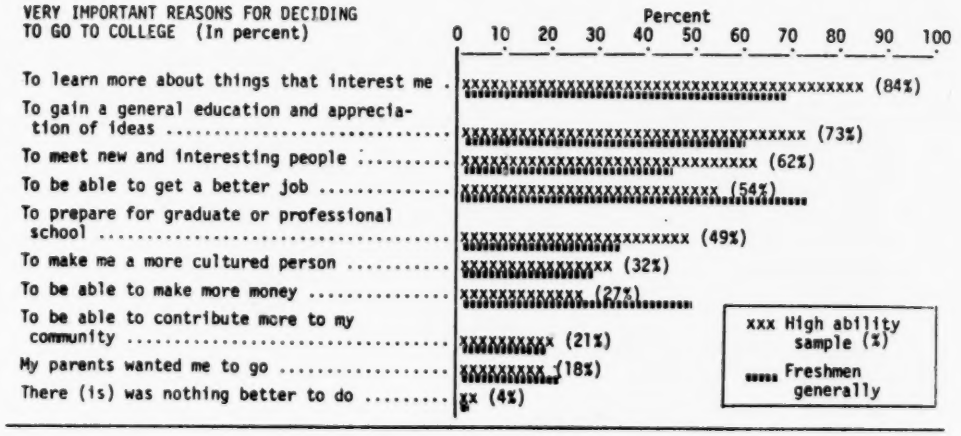
Kenneth M. Wilson

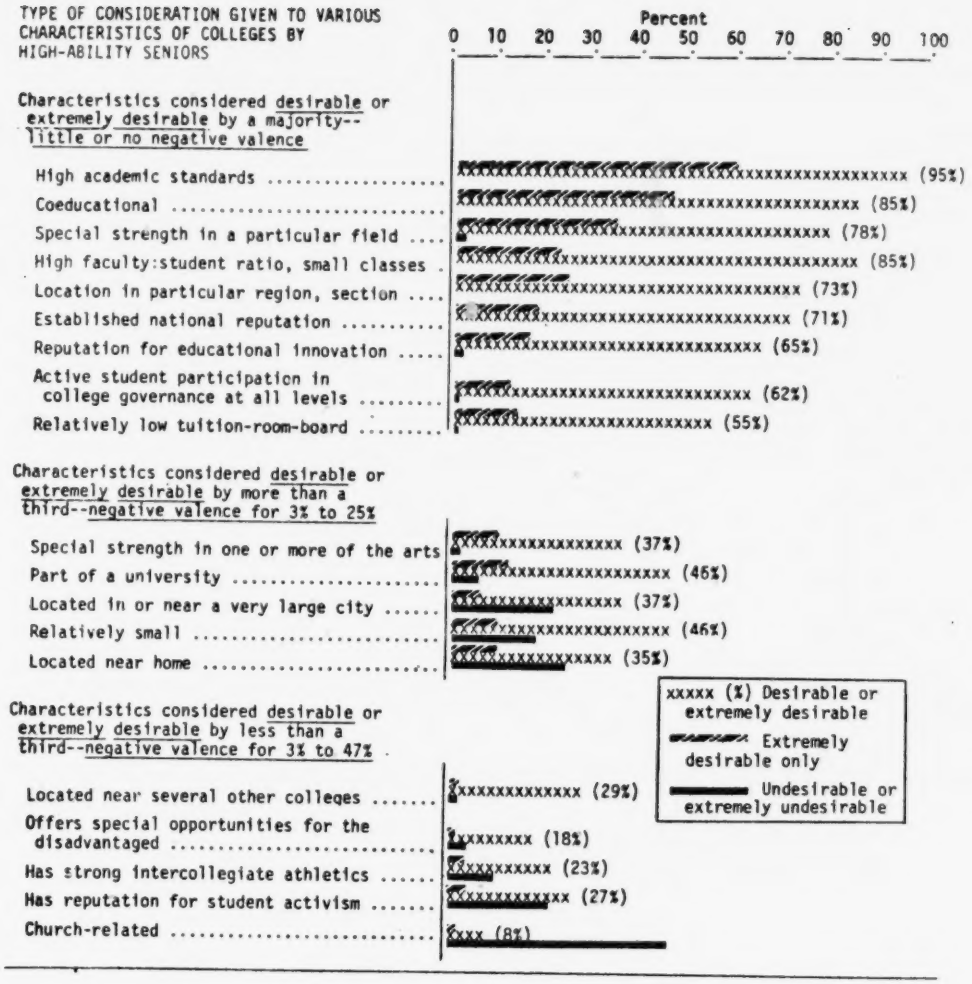

SOME PERSONAL AND FAMILY CHARACTERISTICS (In percent)
Percent
0 10 20 30 40 50 60 70 80 90 100
Describes self as:
White or Caucasian ..... xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx (95%)
Black, Afro-American, Negro ..... x (0.6%)
Other ..... xx (4%)
Personal religious preference is:
Protestant ..... xxxxxxxxxxxxxxxxxx (37%)
Catholic ..... xxxxxxxxxxxxxxx (30%)
Jewish ..... xxxxx (11%)
Other ..... xxxxxxxxxxx (23%)
Before-taxes, parental-family income:
$20,000 plus ..... xxxxxxxxxxxxxxxxxxx (40%)
15,000 - 19,999 ..... xxxxxxxxxx (20%)
10,000 - 14,999 ..... xxxxxxxxxxxx (24%)
Less than $10,000 ..... xxxxxxx (15%)
Father's educational level:
Less than completion of high school ..... xxxx (9%)
High school graduation ..... xxxxxxxx (19%)
Some college attendance ..... xxxxxxxx (18%)
College graduation, no graduate degree .... xxxxxxxxxxxx (26%)
Graduate or professional degree ..... xxxxxxxxxxxx (27%)
Rank in high school class:
Top quarter ..... xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx (88%)
Second quarter ..... xxxx (9%)
Third quarter ..... x (2%)
Fourth quarter .....
xxxx High-ability sample
Freshmen, generally

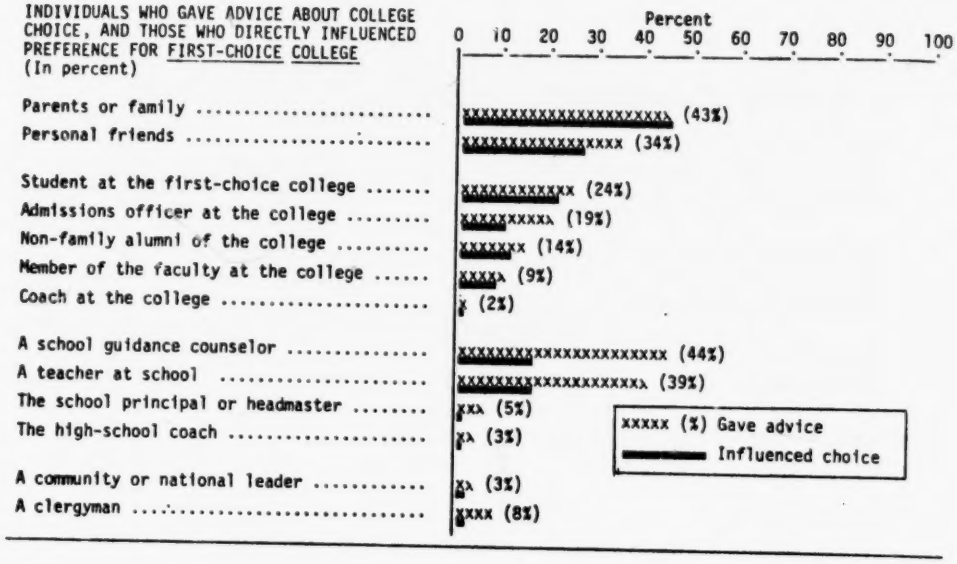

GOALS HELD TO BE EITHER ESSENTIAL OR VERY IMPORTANT (In percent)
Percent
0 10 20 30 40 50 60 70 80 90 100
★Developing a meaningful philosophy of life.. (85%)★
★Becoming an authority in my field..... (71%)★
Helping others who are in difficulty..... (66%)
Having friends with diverse backgrounds..... (63%)
★Keeping up with political affairs..... (61%)★
▶Raising a family ..... (51%)◀
★Having colleagues' recognition ..... (49%)★
Becoming involved in environmental programs. (46%)
▶Having an active social life ..... (46%)◀
Influencing social values..... (45%)★
▶Being well-off financially ..... (43%)◀
Participating in community action programs.. (34%)
★Writing original works (novels, poems, etc.) (32%)★
★Influencing the political structure ..... (30%)★
★Creating artistic works (painting, etc.) ... (30%)★
▶Being successful in own business ..... (28%)◀
Never being obligated to people ..... (26%)
★Accomplishment in a performing art ..... (24%)★
Joining VISTA, Peace Corps, etc. ..... (22%)
Becoming a community leader ..... (21%)
★Making a theoretical contribution to science (24%)★
Being administratively responsible ..... (17%)
▶Getting married within 5 years ..... (15%)◀
Becoming an expert in finance and commerce . (10%)
xxxxx (%) Essential or Very Important
Essential only
★ Not as important for freshmen generally
◀ More important for freshmen generally


Percent
0 10 20 30 40 50 60 70 80 90 100
ABOUT THE FIRST-CHOICE COLLEGE:
It is traditionally coeducational (70%)
Was a men's college, now coed (20%)
Was a women's college, now coed (2%)
Is a women's college (4%)
Is a men's college (5%)
It is a public institution (41%)
It is independent, private (40%)
It is church-related (17%)
Other (including nonpublic, 2-year) (3%)
A relative attended the college (25%)
Uncle/aunt/cousin (12%)
Father (8%)
Sister (6%)
Brother (6%)
Mother (5%)
Grandparent(s) (2%)
First thought of attending the first-choice college
During senior year (35%)
During 11th grade (38%)
While in 10th grade (12%)
While in grade 7, 8, or 9 (8%)
Earlier (6%)

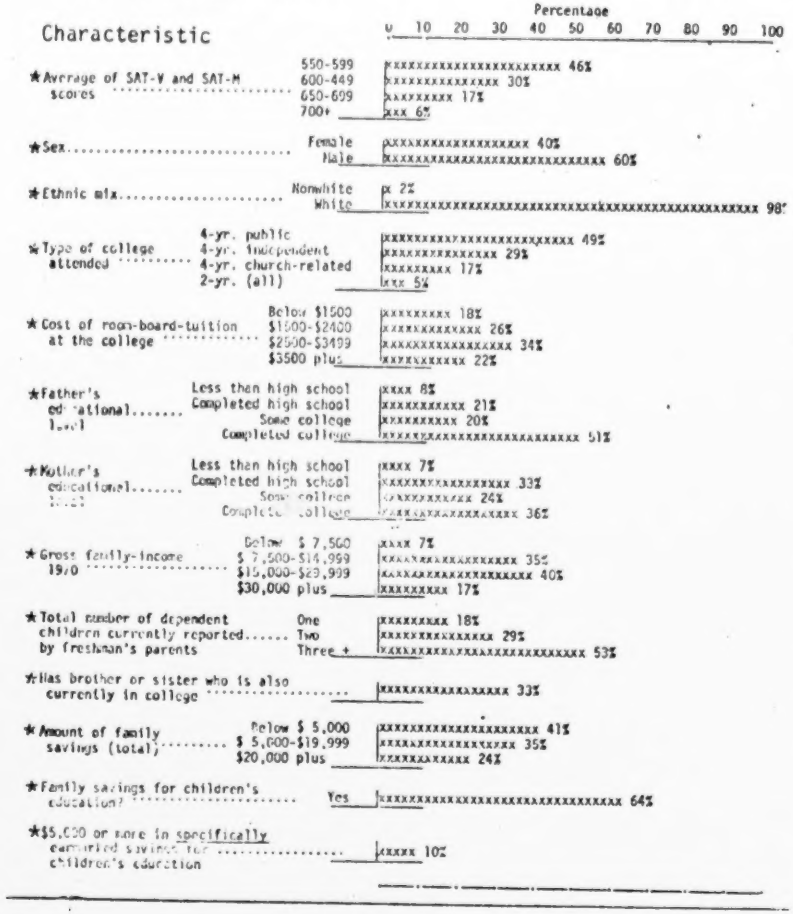

EARLY ADMISSION AND ACCELERATION
Percent
0 10 20 30 40 50 60 70 80 90 100
Do you think that you were academically and emotionally ready for college by the end of your junior year?
Academic readiness--
Yes ..... (57%)
No ..... (26%)
Don't know ..... (17%)
Emotional readiness--
Yes ..... (32%)
No ..... (52%)
Don't know ..... (16%)
Do you think you would have entered college after completing your junior year if you had been offered the opportunity?
Yes ..... (26%)
No ..... (57%)
Don't know ..... (17%)
Do you intend to try to earn your bachelor's degree in less than four years?
Yes ..... (10%)
By credit through examination .... (6%)
By extra course-work during year . (5%)
By attending summer school ..... (6%)
By other means ..... (1%)


VERY IMPORTANT REASONS FOR DECIDING TO GO TO COLLEGE (In percent)
Percent
0 10 20 30 40 50 60 70 80 90 100
To learn more about things that interest me . (84%)
To gain a general education and appreciation of ideas ..... (73%)
To meet new and interesting people ..... (62%)
To be able to get a better job ..... (54%)
To prepare for graduate or professional school ..... (49%)
To make me a more cultured person ..... (32%)
To be able to make more money ..... (27%)
To be able to contribute more to my community ..... (21%)
My parents wanted me to go ..... (18%)
There (is) was nothing better to do ..... (4%)
xxx High ability sample (%)
..... Freshmen generally

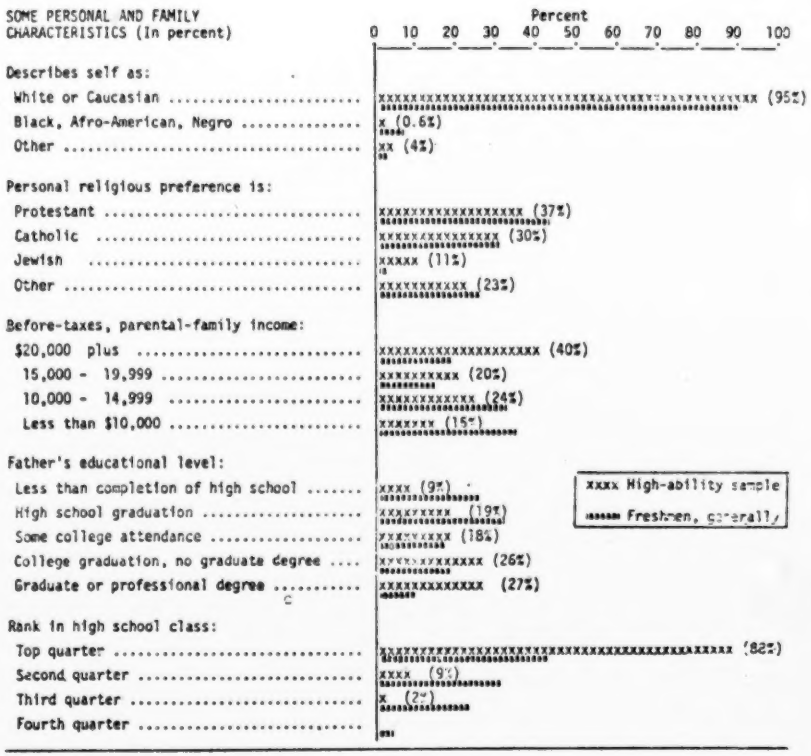

TYPE OF CONSIDERATION GIVEN TO VARIOUS CHARACTERISTICS OF COLLEGES BY HIGH-ABILITY SENIORS
Percent
0 10 20 30 40 50 60 70 80 90 100
Characteristics considered desirable or extremely desirable by a majority--little or no negative valence
High academic standards (95%)
Coeducational (85%)
Special strength in a particular field (78%)
High faculty:student ratio, small classes (85%)
Location in particular region, section (73%)
Established national reputation (71%)
Reputation for educational innovation (65%)
Active student participation in college governance at all levels (62%)
Relatively low tuition-room-board (55%)
Characteristics considered desirable or extremely desirable by more than a third--negative valence for 3% to 25%
Special strength in one or more of the arts (37%)
Part of a university (46%)
Located in or near a very large city (37%)
Relatively small (46%)
Located near home (35%)
Characteristics considered desirable or extremely desirable by less than a third--negative valence for 3% to 47%
Located near several other colleges (29%)
Offers special opportunities for the disadvantaged (18%)
Has strong intercollegiate athletics (23%)
Has reputation for student activism (27%)
Church-related (8%)
xxxxx (%) Desirable or extremely desirable
Extremely desirable only
Undesirable or extremely undesirable


INDIVIDUALS WHO GAVE ADVICE ABOUT COLLEGE CHOICE, AND THOSE WHO DIRECTLY INFLUENCED PREFERENCE FOR FIRST-CHOICE COLLEGE
(In percent)
Percent
0 10 20 30 40 50 60 70 80 90 100
Parents or family (43%)
Personal friends (34%)
Student at the first-choice college (24%)
Admissions officer at the college (19%)
Non-family alumni of the college (14%)
Member of the faculty at the college (9%)
Coach at the college (2%)
A school guidance counselor (44%)
A teacher at school (39%)
The school principal or headmaster (5%)
The high-school coach (3%)
A community or national leader (3%)
A clergyman (8%)
xxxxx (%) Gave advice
Influenced choice

SOME PERSONAL, FAMILY BACKGROUND, AND COLLEGE-CHOICE DATA FOR A SAMPLE OF HIGH-ABILITY COLLEGE FRESHMEN IN 1971 . . . . .



Survey of Parents of High Ability Seniors, 1971



Survey of High Ability Seniors, 1972

F

NATIONAL CONFIDENTIAL SURVEY OF COLLEGE-BOUND SENIORS

Dear Senior:

Your name has been randomly selected for this special study from among the many thousands of seniors who are expected to attend America's colleges and universities next autumn.

Would you please answer the questions below and return this questionnaire as soon as possible in the enclosed postage paid envelope.

Please note that the entire questionnaire will take only ten or fifteen minutes to complete and that it is strictly confidential--your name appears nowhere on the questionnaire and there is no way to know that it is you who have returned it.

Thank you for your cooperation. The information you furnish will provide invaluable knowledge about the background, needs, preferences, and goals of college-bound youth.

1. What kind of secondary school did you attend this year?

(1) Public high school
(2) Private, non-religious, non-military
(3) Catholic
(4) Jewish
(5) Military
(6) Other _____

1a. Was the school you attended primarily a day school or a boarding school?

(1) a day school (2) a boarding school

2. About how many students were there in your graduating class?

(1) Less than 50
(2) 50 - 99
(3) 100 - 399
(4) 400 - 999
(5) 1000 plus

3. For each of the activities listed below, please indicate the extent of your participation in secondary school, as follows:

Circle "1" if you did not participate (dnp)
Circle "2" if you participated but not very actively (p)
Circle "3" if you participated very actively (va)

	dnp	p	va
a. Dramatic activities (theater groups, etc.) ..	1	2	3
b. Music activities (band, choir, etc.)	1	2	3
c. Athletics (intramural, varsity, etc.)	1	2	3
d. Action groups (ecology, politics, etc.)	1	2	3
e. Journalism (yearbook, newspaper, etc.)	1	2	3
f. Community service (tutoring, recreation)	1	2	3
g. Women's rights activities (National Organization for Women, etc.)	1	2	3
h. Academic honor groups	1	2	3
i. Student government activites	1	2	3
j. Groups emphasizing cultural, racial, or national identity	1	2	3
k. Activities sponsored by a religious group ...	1	2	3
l. Hobby groups (e.g., photography, stamps)	1	2	3

4. What will you be doing next fall as your principal activity? Check only one.

(1) Attending a college or university
(2) Working for pay
(3) Travel or other broadening experience
(4) Engaged in a volunteer community or social program
(5) In military service
(6) Other _____

5. What will you be doing this summer? Check all activities in which you may be engaged for a month or more.

(1) Attending a college or university
(2) Working for pay
(3) Travel or other broadening experience
(4) Engaged in a volunteer community or social program
(5) Other _____

6. Where is your home presently located?

(1) NORTHEAST (Conn., Del., Mass., Me., NH, NJ, NY, Pa., RI, Vt.)
(2) SOUTHEAST (DC, Fla., Ga., Md., NC, SC, Va., WVa.)
(3) SOUTH CENTRAL (Ala., Ark., Ky., La., Miss., Okla., Tenn., Tex.)
(4) NORTH CENTRAL (Ill., Ind., Iowa, Kans., Mich., Minn., Mo., Nebr., NDak., Ohio, SDak., Wis.)
(5) PACIFIC MOUNTAIN (Ariz., Cal., Col., Ida., Mont., NM, Nev., Ore., Utah, Wash., Wyom.)
(6) Alaska, Hawaii
(7) Non-U.S.

7. Which one of the following most accurately describes your father's formal educational experience?

(1) Did not complete high school
(2) Completed high school but did not attend college
(3) Some college attendance
(4) Graduated from college (4-year)
(5) Some post-college study but not for a degree
(6) Earned graduate or professional degree (e.g., MA, PhD, MD, etc.)

8. Approximately, what was the total income of your parental family, before taxes, in 1971?

(1) Under $5,000
(2) $5,000 - $7,499
(3) $7,500 - $9,999
(4) $10,000 - $14,999
(5) $15,000 - $19,999
(6) $20,000 - $24,999
(7) $25,000 - $29,999
(8) $30,000 - $34,999
(9) $35,000 and over

9. Indicate the importance to you personally of each of the following. (Circle one for each item.)

Circle "1" if this is an Essential objective
Circle "2" if it is Very Important but not essential
Circle "3" if Somewhat important
Circle "4" if Not important to you

	E	V	S	N
a. Becoming accomplished in one of the performing arts (acting, dancing, etc.)	1	2	3	4
b. Becoming an authority in my field	1	2	3	4
c. Obtaining recognition from my colleagues for contributions in my special field	1	2	3	4
d. Influencing the political structure	1	2	3	4
e. Influencing social values	1	2	3	4
f. Raising a family	1	2	3	4
g. Having an active social life	1	2	3	4
h. Having friends with different backgrounds and interests from mine	1	2	3	4
i. Becoming an expert in finance and commerce	1	2	3	4
j. Having administrative responsibility for the work of others	1	2	3	4
k. Being well-off financially	1	2	3	4
l. Helping others who are in difficulty	1	2	3	4
m. Participating in an organization like the Peace Corps or Vista	1	2	3	4
n. Becoming a community leader	1	2	3	4
o. Making a theoretical contribution to science	1	2	3	4
p. Writing original works (poems, novels, short stories, etc.)	1	2	3	4
q. Never being obligated to people	1	2	3	4
r. Creating artistic work (painting, sculpture, decorating, etc.)	1	2	3	4
s. Keeping up to date with political affairs	1	2	3	4
t. Being successful in a business of my own	1	2	3	4
u. Becoming involved in programs to clean up the environment	1	2	3	4
v. Developing a meaningful philosophy of life	1	2	3	4
w. Participating in a community action program	1	2	3	4
x. Getting married within the next five years	1	2	3	4

10. What is the highest level of education you expect to complete beyond secondary school?

(1) NONE. I do not plan to attend college or continue my formal education. (SKIP TO QUESTION 25, last page.)
(2) One year of college
(3) A two-year program in junior college or technical school
(4) A bachelor's degree program (BA or BS)
(5) A graduate or other professional degree (e.g., Law, MD, PhD, Master's)

11. In deciding to go to college, how important was each of the following reasons? Mark one answer for each reason, as follows:

Circle "1" if reason was Very Important
Circle "2" if reason was Somewhat Important
Circle "3" if reason was Not Important

	VI	SI	NI
a. My parents wanted me to go	1	2	3
b. To be able to contribute more to my community	1	2	3
c. To be able to get a better job	1	2	3
d. To gain a general education and appreciation of ideas	1	2	3
e. There is nothing better to do	1	2	3
f. To make me a more cultured person	1	2	3
g. To be able to make more money	1	2	3
h. To learn more about things that interest me	1	2	3
i. To meet new and interesting people	1	2	3
j. To prepare myself for graduate or professional school	1	2	3

12. Do you now have a fairly good idea of the field in which you would like to major in college?

(1) Yes (2) No

12a. If "yes," what is the field? (e.g., biology, history, education, etc.) Write in below:

_____

13. Do you have a fairly good idea of the type of work you would like to do after you complete your formal education?

(1) Yes (2) No

13a. If "yes," what is the type of work (e.g., teaching, law, engineering, etc.)? Write in below:

_____

14. To how many colleges did you apply for admission?

(_____) Write in the number to which you applied.

15. How many colleges offered you admission?

(_____) Write in the number offering admission.

16. What is the name of the college you EXPECT TO ATTEND?

Name of College _____ State _____

16a. Will you be receiving financial aid from this college?

(1) Yes (2) No (3) Pending

16b. Were you accepted under a "deferred admission" plan?

(1) Yes (2) No (3) Pending

17. According to your present plans, do you intend to try to earn your bachelor's degree in less than four calendar years?

(1) Yes (2) No (3) Undecided

(4) Will not seek a Bachelor's degree

17a. If "yes," how do you plan to complete your college work in less time? Check all applicable items.

(1) Earn college credit through examination

(2) Take additional courses during the academic year

(3) Take additional courses in summer school

(4) Other (please specify) _____

18. Of all the colleges to which you actually applied for admission, which ones did you most want to attend? Please write in below the most preferred colleges (up to four) and indicate the status of your application to each by circling a number in the appropriate column.

Rank-order of preference ...	Name of College	State	Status of application: 1 = Accptd., 2 = Rejctd., 3 = Pend.
1st choice			1 2 3
2nd choice			1 2 3
3rd choice			1 2 3
4th choice			1 2 3

THE QUESTIONS WHICH FOLLOW ON THIS PAGE HAVE TO DO WITH YOUR FIRST-CHOICE COLLEGE (i.e.,) THE COLLEGE YOU NAMED FIRST IN QUESTION 18

19. Which one of the following statements is most applicable to your first-choice college?

(1) It is a traditionally co-educational institution

(2) It was recently a men's college but is now coeducational

(3) It was recently a women's college but is now coeducational

(4) It is a college for men

(5) It is a women's college

20. What type of institution is the first-choice college named in Question 18?

(1) A public college or university

(2) A private, church-related college or university

(3) An independent, private college or university

(4) A public community or junior college

(5) A private, church-related junior college

(6) An independent, private junior college

(7) Other _____

21. When did you first entertain the thought of attending your first-choice college?

First thought of attending

(1) Quite early (e.g., grade school)

(2) During grades 7, 8, or 9

(3) While in 10th grade

(4) While in 11th grade

(5) During the current school year

22. Did any of your relatives attend the first-choice college you named in Question 18? Check all applicable.

(1) mother (2) father (3) sister

(4) brother (5) grandparent(s)

(6) uncle/aunt/cousin

23. The following is a list of persons from whom you may have obtained advice while you were trying to make up your mind about the colleges to which you would apply. Please check in the appropriate column (1) all sources from which you received advice and (2) those, if any, which directly influenced you to prefer the school you named as your first choice in Question 18 over the other colleges to which you applied.

Source	Received advice from	Directly influenced by
A clergyman	1	2
Your parents or family	1	2
A community or national leader	1	2
A teacher in my school	1	2
A member of the faculty at the first-choice college	1	2
A personal friend	1	2
The college's admissions officer ...	1	2
An alumnus(a) of the college who was not a member of my family	1	2
A student at the college	1	2
A school guidance counselor	1	2
My school principal or headmaster ..	1	2
A coach at the first-choice college.	1	2
My high school coach	1	2
Other _____ .	1	2

24. In thinking back over the process through which you decided about which colleges you would seriously consider attending, to what extent and in what way would you say that you considered each of the characteristics or features of colleges listed below. Indicate the degree and type of consideration given to each characteristic according to this key:

Circle the "1" if Extremely Desirable (ED): The college must have this characteristic or I would not attend

Circle the "2" if Desirable (D): Prefer this characteristic but would not insist on it

Circle the "3" if Neutral (N): This feature does not really matter one way or the other

Circle the "4" if Undesirable (U): Do not prefer this characteristic but could tolerate it

Circle the "5" if Extremely Undesirable (EU): If the college had this characteristic I would not attend

NOTE: THERE SHOULD BE ONE RATING FOR EACH CHARACTERISTIC

CHARACTERISTIC The institution should be one:	How you rate the characteristic (ED) Ext. des.	(D) Des.	(N) Neut.	(U) Un-des.	(EU) Ext. undes.
a. which is located in a particular state, or section of the country	1	2	3	4	5
b. with an established national reputation	1	2	3	4	5
c. with high academic standards	1	2	3	4	5
d. which has a reputation for student activism	1	2	3	4	5
e. with a strong intercollegiate athletic program	1	2	3	4	5
f. with special strength or reputation in a particular field of study	1	2	3	4	5
g. with special strength in one or more of the arts (music, art, drama, dance, etc.)	1	2	3	4	5
h. which is coeducational	1	2	3	4	5
i. with a reputation for educational innovation (e.g., nontraditional practices in grading, flexible curriculum requirement, three-year BA, etc.)	1	2	3	4	5
j. which is located in or very near a large city	1	2	3	4	5
k. which is located near several other colleges	1	2	3	4	5
l. which is near my home	1	2	3	4	5
m. with relatively low tuition-room-board	1	2	3	4	5
n. which is church-related	1	2	3	4	5
o. which is relatively small	1	2	3	4	5
p. which offers special opportunities for disadvantaged students	1	2	3	4	5
q. with a high ratio of faculty to students, small classes, etc.	1	2	3	4	5
r. with active student participation in its governance at all levels	1	2	3	4	5
s. which is part of a university	1	2	3	4	5
t. other _____	1	2	3	4	5

SOME QUESTIONS ABOUT YOURSELF AND YOUR BACKGROUND

25. How you describe yourself:

(1) American Indian
(2) Black, Afro-American, or Negro
(3) Mexican-American or Chicano
(4) Oriental or Asian-American
(5) Puerto Rican or other Latin-American descent
(6) White or Caucasian
(7) _____ Other

26. Your sex? (1) Female (2) Male

27. Your secondary school class standing?

(1) Top quarter (2) 2nd quarter
(3) 3rd quarter (4) 4th quarter

28. Your religious preference:

(1) Catholic
(2) Jewish
(3) Protestant
(4) Other _____

29. Your highest College Board SAT scores? Please indicate the interval which includes your highest SAT-Verbal score (SAT-V) and that which includes your highest SAT-Mathematical (SAT-M) score

Score Interval	SAT-V	SAT-M
400 - 440	(1)	(1)
450 - 490	(2)	(2)
500 - 540	(3)	(3)
550 - 590	(4)	(4)
600 - 640	(5)	(5)
650 - 690	(6)	(6)
700 plus	(7)	(7)

30. Do you think that you were academically ready for college by the end of your junior year?

(1) Yes (2) No
(3) Don't know

31. Do you think you were emotionally ready for college by the end of your junior year?

(1) Yes (2) No
(3) Don't know

32. Do you think you would have entered college after completing your junior year if you had been offered the opportunity? (1) Yes (2) No (3) Don't know

PLEASE RETURN THE COMPLETED QUESTIONNAIRE IN THE BUSINESS-REPLY ENVELOPE